

Disclaimer

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Welcome and introductions



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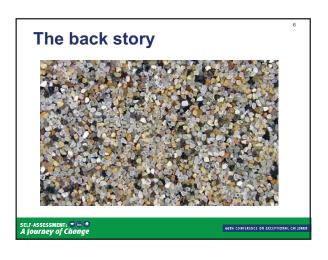
Objectives

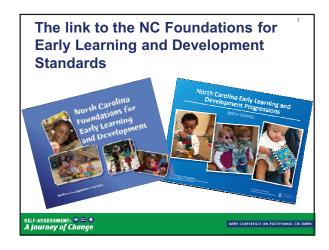
Participants will understand:

- The purpose of the NC Early Learning and Development Progressions
- The format of the progressions
- How to use the progressions for formative assessment

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Overview of the learning progressions

- Emotional and Social Development (ESD)
- Health and Physical Development (HPD)
- Language Development and Communication (LDC)
- Cognitive Development (CD)

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Goals

 Thirty-seven goals from the NC Foundations for Early Learning and Development



• Sixty-nine developmental skill progressions from birth to age five

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		Domain: La	riguage Development BISTH TO FIVE PRI	and Communication ((LDC)	
	ain: Learning to Comm	moteria mwer questions in orde	250114-0710510			and and
Skill Progres sion	30-33 months	33-36 months	36-42 months	42 -48 months	48-54 months	54-60 months
	Asks "what doing" questions	Regularly asks for clarification	Regularly requests clarification.	Asks, "why," and "how"	Asks questions about how another person feels	Asks about another person's perspective (e.g., "What do you
Asks questions.		Asks a sariety of questions, including "who," "what," "where," "where," "h," and "do"			Asks what woods mean	think about?")

Ovei	'V	iew	of th	e pro	gres	sions
			Domain: Linguage De	velopment and Communi IO FIVE PROCRESSIONS		
		ning to Communicate				
Age Level for Skill	3	saill	Situations for Observation of Skill	help, get information, or Elicitation Strategy	Behavior Observed	Routines-based Intersection (Embedded Instruction)
33-36 months	A. Artimotophora. A.	Understands questions about objects, people and basic routines	Observe the caregiver and child reading a new story with a different outure represented, such as Dispetition only	Have the adult ask the dhild questions about the people, the dress, the caregising, etc.	Answers or demonstrates an understanding of a variety of questions through actions or verballizations.	Reading a variety of different types of books, including storybooks, postry books, predictable books, number books, and expestiony books with real pristures mailties caregivers to discussimant topics and skill a variety of different questions.
	E AND QUESTION	Regularly asis for clarification Asis: a variety of questions, Induding "who," "what," "where," "when," "is", and "do"		No eli citation rife edes.	Stories based on a different outure raise thildren's interest in similarities and differences and motivate them to ask a variety of questions.	Reading a broad range of books also privides a source of confert. that will stimulate children to ask higher level questions to gain more information.

Uses of the progressions:

Child outcomes measurement
Age anchoring
IEP goal development
Interventions and teaching
Formative assessment

Formative assessment is:

• a process used by teachers and children during play and learning activities,

- that provides feedback to the teachers and children,
- so that teachers can adjust their teaching to meet the needs of children, and
- so that children can understand what is expected of them.

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Formative Assessment Where Am I Going? Formative Assessment Where Am I Now? SELF-ASSESSMENT: ** □ * A journey of Change

Steps in the formative assessment process



- Determine clear learning targets
- Define criteria for success
- Collect/document and analyze evidence
- Provide clear, descriptive feedback
- Change or adjust instruction

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Progressions and formative assessment SELF-ASSESSMENT: --A journey of Change





Using progressions



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Group activity:

- · Watch the video clip
- Script your observation of the activity
- Using the learning progressions, determine the domain and skill
- · Determine the child's current level of functioning
- Determine the next step in the skill progression
- · Select an activity to teach the skill
- · Share with the whole group

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Access to the NC Early Learning and Development Progressions



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Next steps

- How to access progressions in PDF document
- How to access the online platform
- Upcoming modules using the progressions
- What training would be helpful?

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Questions



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